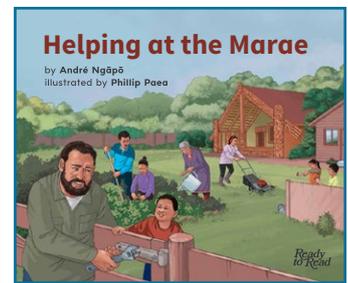


Helping at the Marae

by André Ngāpō
illustrated by Phillip Paea

This text is levelled at Blue 2.



Overview

When Nikau and his whānau help out at the marae, Nikau discovers that his little brother, Tama, has his own ideas about how he can help. *Helping at the Marae* has particular relevance to Māori students, but many students will identify with the context of helping grandparents and working alongside other family members. Students will have met Nikau and his family before in *My Book* and *Tahi, Rua, Toru, Whā*.

This story supports the development of a self-extending reading processing system. It requires students to “apply their reading processing strategies” and to “monitor their reading, searching for and using multiple sources of information in order to confirm or self-correct” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Related texts

- Stories about the same family: *My Book* (Red 1); *Tahi, Rua, Toru, Whā* (Yellow 1)
- Stories about helping family members: *Getting Ready for the Visitors* (Red 3); *Painting the Fence* (Yellow 1); *At the Market* (Yellow 2); *Simi Helps* (Yellow 3); *Grandpa’s Birthday* (Blue 2); *Waiting for Rēwana Bread* (Blue 3); *My Brother* (Green 1)

Cross-curriculum links

Social Sciences (level 1, social studies) – Understand how the cultures of people in New Zealand are expressed in their daily lives. – Understand that people have different roles and responsibilities as part of their participation in groups.

Health and Physical Education (level 1, identity, sensitivity, and respect) – Demonstrate respect through sharing and co-operation in groups.

Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

The setting at a marae and the context of helping family members, both of which will be familiar to many students

Most content explicitly stated but also some content that provides opportunities for students to make predictions (for example, about what jobs Nikau and Tama could do) and inferences (for example, why the whānau are helping at the marae)

Illustrations that support and extend the meaning but may not exactly match the words

Many high-frequency words

Several lines of text on every page and sentences that run over more than one line but do not split phrases

Dialogue between easily identified speakers



Topic and interest words including some in te reo Māori ("Aunty", "brush", "cousins", "fence", "garden", "gate", "Ka pai", "kai", "Kia ora", "kitchen", "Koro", "laughed", "marae", "morning tea", "mowed the lawns", "Nan", "paint", "paintbrushes", "smiled", "Uncle", "waiting", "whānau", "work") that are likely to be in the reader's oral vocabulary and that are strongly supported by the context, the sentence structure, and/or the illustrations

A range of punctuation, including an exclamation mark, speech marks, commas, dashes, and question marks, to support phrasing and meaning

Some regular verbs that appear in several forms ("fix", "fixed"; "paint", "painted", "painting"; "work", "worked", "working")

The use of a first-person narrator

Reading standard: After one year at school

The Literacy Learning Progressions

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when Nikau and his whānau help out at the marae.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the story to make predictions and inferences
- make meaning by searching for and using multiple sources of information rather than one source
- identify (summarise) the main events in the story
- monitor their reading and self-correct where necessary, for example, by rerunning text, checking the illustrations, or checking further sources of information.

Introducing the story

Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures that students are likely to be familiar with from previous reading and writing, including language experience writing (for example, “all”, “Aunty”, “back”, “called”, “came”, “fence”, “garden”, “gate”, “Good work”, “Kia ora”, “laughed”, “morning”, “Nikau”, “paint”, “smiled”, “Tama”, “Then”, “there was”, “today”).

- A few days before introducing this story, put copies of *My Book* and *Tahi, Rua, Toru, Whā* in the students’ browsing boxes so they can remind themselves about Nikau and Tama and of Nikau being the narrator (as in *Tahi, Rua, Toru, Whā*).
- Tell the students you have another story for them to read about Nikau and his family and ask them to identify Nikau in the cover illustration. Read the title to clarify the setting. Discuss who Nikau is with and what they are doing. If necessary, introduce

the idea of them being whānau and feed in the words “Uncle”, “Aunty”, and “cousins”. Some may remember that Nikau has a little brother and notice that he is missing from the illustration. Encourage the students to make connections to their own experiences of helping out, especially when working with others, such as when tidying the classroom.

- Share the reading purpose.
- Use the title page illustration to shift the focus back to Nikau. Explain that Nikau will be telling the story. Prompt the students to notice that he is doing a different job here from the one shown on the cover.
- Expect the students to infer from the page 2 illustration that Dad, Nikau, and Tama are at home, getting ready to go to the marae. You may need to clarify that the events shown here are happening *before* those shown on the cover and the title page. Some students may recognise Tama. *How is Tama helping?*
- On page 3, support the students in identifying Nan and Koro and the change in setting. Clarify that Nan and Koro live at the marae. Provide support for “Kia ora” by asking the students what Nan and Koro will say to the family when they arrive.
- Browse through the illustrations on pages 4–6, discussing what the characters are doing. You could draw attention to the fact that Tama and Koro are not shown in the illustrations on pages 4 and 5. *I wonder what they’re doing.* (The answer is revealed on page 6.)
- On page 5, ask the students to predict what job Nikau will do when he’s finished helping Uncle. Some may make a connection with the title page illustration. (This question is also answered on page 6.)
- As you discuss these illustrations, rephrase the students’ responses or use prompts to draw out (or feed in) new language structures and vocabulary. For example:
 - on page 5, to support “Ka pai” and “Good work”: *Nikau is looking pleased with himself. I wonder what Uncle is saying to him.*
 - on page 6, to support “kai” and “morning tea”, you could say: *What have Tama and Koro been doing? Yes, they have been making kai for morning tea.*
- On page 7, draw attention to Nikau’s body language. *Nikau looks like he has a problem. I wonder what it is. You can find out when you read the book.* Remind them that Nikau is telling the story.

Monitoring the reading

Observe closely as the students read the story quietly to themselves. Note their confidence and perseverance, as well as any instances of self-monitoring, cross-checking, and self-correction. Provide support to individual students as necessary. For example:

- pages 2–5, if necessary, provide support with the names of the characters
- on page 3, if a student stops at “Kia ora”, ask: *What will Nan say when the family get to the marae?* If necessary, tell them the greeting.
- If a student makes an error without noticing, wait until the end of the sentence or page before intervening unless they have stopped reading. Waiting gives them the opportunity to notice and fix it for themselves. Use the appropriate prompts to draw their attention to the error. For example:

| Text in book | Student reads | Teacher prompt |
|---------------------------------------|--|--|
| Koro smiled and looked at me. | Koro stopped and looked at me. | <i>Are you sure? Have a closer look.</i> |
| “Nikau, you go and help Uncle.” | “Nikau, you go and help Aunty .” | Prompt the student to look for more information. <i>Remember the picture on the cover? Who is Nikau helping?</i> |
| Koro and Tama came out with some kai. | Koro and Tama come out with some kai. | <i>Does that sound right to you?</i> |

- Other prompts you could use include: *Were you right?; You said ..., does that make sense?; Try that again; If the word was ..., what letters would you expect to see?; What else could you check?; You said ... for a word you know.*
- Remember to base your prompts on what you know about your students’ prior knowledge. For example, asking an English language learner if a word or sentence sounds right (as in the third example in the table above) may not be useful if they are not familiar enough with English phonemes, vocabulary, or syntax to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce the students’ attempts to problem-solve, whether they are successful or not. *You read that sentence again and fixed “mowed”. That made sense and looked right. Well done.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing the story

- You can reread this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the activities listed here also lead naturally into “After reading” activities.
- Encourage the students to share their responses to the last few pages. *Did you work out what had happened to the paint?* The students could make connections to their own experiences of younger siblings (and to what Tama does in *My Book*).
- Remind the students of the reading purpose. Support them in summarising what happened, referring to the book to check their ideas. You could create a chart together of the characters and how they helped. Have the students think, pair, share about which job (or jobs) they would have liked to do.
- Encourage the students to think critically. For example, they could share their ideas about:
 - why the family were helping at the marae
 - why Koro asked Tama to help him in the kitchen
 - why Tama wasn’t told off.
- Have the students reread the text, stopping to discuss points of interest. You could draw attention to such aspects as:
 - who is telling the story. *What tells you?* (support the students to find clues such as “I said” on page 2; “looked at me” on page 3; “I helped” on page 4)
 - what Nikau is thinking and feeling
 - how to track the dialogue and know who is speaking when there is more than one speaker or when there’s unattributed dialogue as on page 3. Point out the use of line spaces and speech marks to indicate the change of speaker and the attributions to clarify who is speaking. Encourage the students to read the dialogue with expression (reminding them to notice the punctuation, particularly the use of a dash on pages 7 and 8).
 - Nan’s greeting (“Kia ora, kia ora”) on page 3. Encourage the students to share the family greetings they use. They could also discuss alternatives for “Ka pai” on page 5 (including “Good work”, also on page 5).
 - the names Nikau uses for the members of his family. Discuss the names the students use for their family members, including in languages other than English and Māori.
 - the different forms of the verbs “paint” and “work” (“paint”, “painted”, “painting”; “work”, “worked”, “working”).

After reading: practice and reinforcement

After-reading tasks (for example, reading, oral language activities, writing, and alphabet and word games and activities) may be linked directly to *Helping at the Marae* or to the wider literacy programme. Provide many opportunities for students to reread *Helping at the Marae* as well as books from browsing boxes, big books, poem cards, books from the library corner, and texts generated from language experience and shared writing.

Select from and adapt these suggestions according to the needs of your students.

- Ask the students to reread the story to a partner. Listen in, noting their ability to use punctuation to support phrasing and expression. You may also use this time to do a quick running record to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for students to read other stories about helping out (see Related texts).
- Have the students work in pairs to list the characters and the jobs they did (if not already done when discussing the story). They could choose two or three characters from their list (or the group chart) and draw and write about how they were helping. Alternatively, they could draw and write about three things that Nikau or Tama did.
- Have the students draw and write what might happen after page 8, for example, what Mum and Dad might say and what the whānau might decide to do with the fence.
- Have the students talk with a partner about the jobs they do at home and at school. They could make their own list of jobs and write about the job they like best (or least), or they could draw themselves helping and write a simple explanation of what they are doing.

- Use Uncle’s praise of Nikau on page 5 (“Ka pai”, “Good work”) as a stimulus for the students to create a chart of other complimentary phrases. They could include letters or words cut from magazines as well as their own pictures or photos of gestures, such as “high five” or “thumbs up”.
- Explore word structure using the verbs in the story. Write some of the verbs ending in “ed” or “ing” and ask the students to identify the root words. Then practise building new words by adding “s”, “ed”, or “ing”. You could discuss the need to remove the “e” from “smile” when adding “ing” or to add “es” rather than “s” to “go” and “fix”. Explain that some verbs (such as “come” or “go”) can’t have “ed” added and prompt the students to draw on their knowledge of spoken language to recognise “came” as the past tense form of “come” (and “went” for “go”). English language learners may need extra support and practice with this activity.

You could give the students copies of a table with some of the verbs written on it and have them work in pairs to complete it.

| Root word | -ed | -ing | -s |
|-----------|---------|----------|----|
| | looked | | |
| help | | | |
| | worked | waiting | |
| | | | |
| | smiled | | |
| | mowed | | |
| | | painting | |
| | laughed | | |
| fix | | | |
| come | | | |
| go | | | |